Aligning MEP Plans with the CNA, SDP, and DIP **+ *Evaluation***

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Session Goals

Participants will be able to connect local migrant planning to the statewide CNA and SDP.

Participants will be able to incorporate meaningful objectives, strategies and activities specific to the needs of migrant students in the District Improvement Plan.

Participants will understand the basic elements included in an evaluation.

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ACRONYM LIST

CNA – Comprehensive Needs Assessment

DIP – District Improvement Plan

EL – English Learner

LEP – Limited English Proficient

MEDS – Migrant Education Data System

MEP – Migrant Education Program

OSY - Out-of-School Youth

PAC – Parent Advisory Committee

SDP – Service Delivery Plan (State)

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Migrant Data/ Improvement Team

- May be part of the larger data team
    Subcommittee

- Must include, but is not limited to, representation from this population and the staff that provide migrant services
    (MEP director, MEP teacher, MEP paraprofessional, recruiter, data entry, summer staff, Migrant Parents)

- Parent Leadership Team – *meaningful input* required
    ESEA/NCLB Title I, Part C Sect. 1304 (c)(3)

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Components

- State Comprehensive Needs Assessment

- State Service Delivery Plan

- Local Program Comprehensive Needs Assessment
  - Analysis of the available data
  - Determination of the achievement gap
  - Identification of findings
  - Formation of implications for programming

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Components

- Local District Improvement Plan
  - Articulates the plan for addressing migrant student needs that includes objectives, strategies and activities

- Evaluation
  - Analysis of the available data related to the set objectives
  - Identification of findings
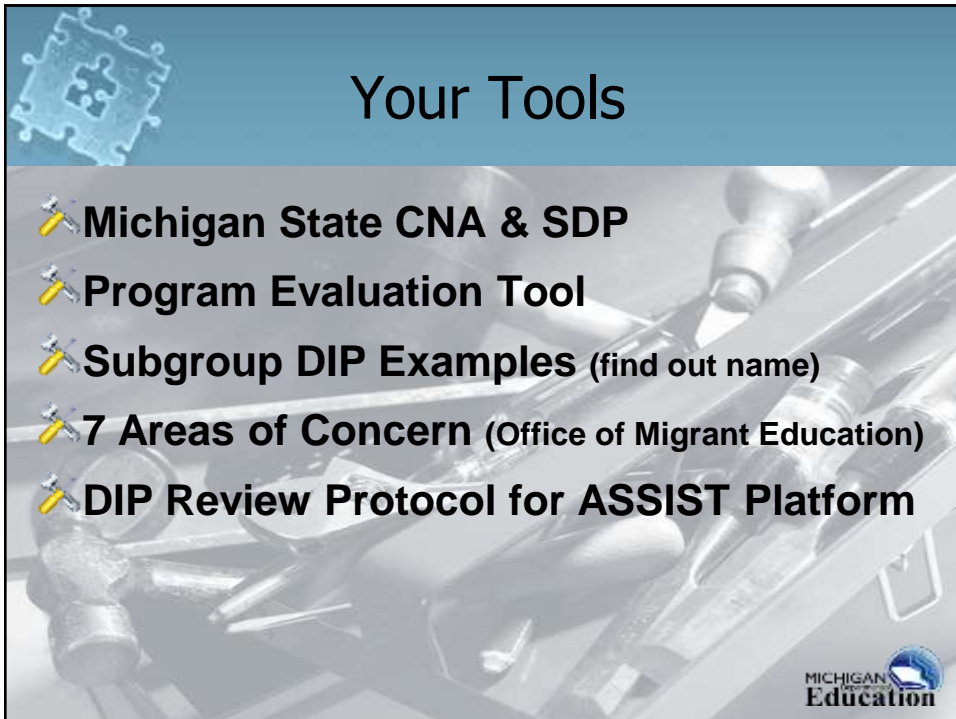 - Formation of implications for programming

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Possible Sources of Migrant Student Data

- State Assessments:
  - MEAP, MME
  - WIDA
- Local Assessments:
  - Local Common Assessments – by content area
  - Benchmark/Progress Monitoring Assessments
- MEDS
  - Mobility (previous LQM and number of moves)
  - Other Health Needs
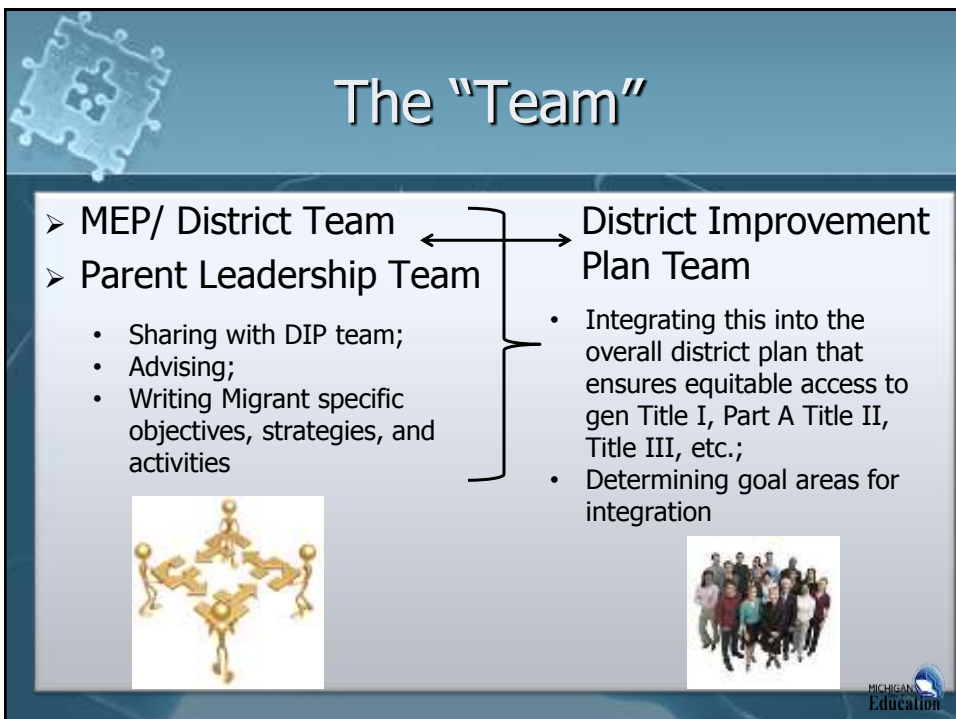 - Priority for Service
  - Referrals

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Your Tools

- **Michigan State CNA & SDP**
- **Program Evaluation Tool**
- **Subgroup DIP Examples (find out name)**
- **7 Areas of Concern (Office of Migrant Education)**
- **DIP Review Protocol for ASSIST Platform**

The "Team"

> MEP/ District Team
> Parent Leadership Team

- Sharing with DIP team;
- Advising;
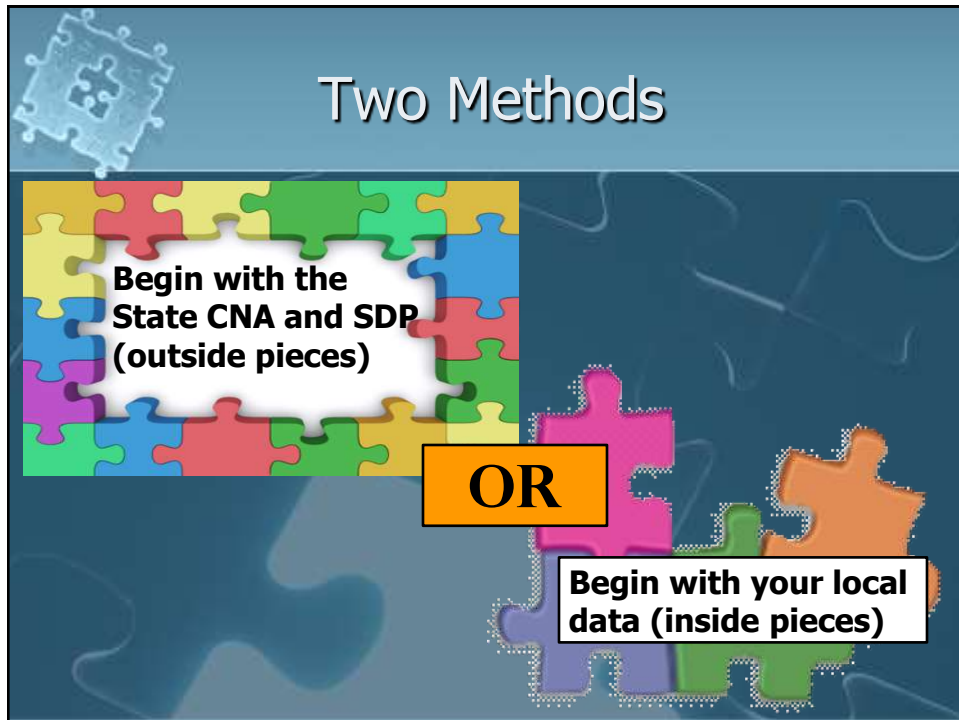- Writing Migrant specific objectives, strategies, and activities

District Improvement Plan Team

- Integrating this into the overall district plan that ensures equitable access to gen Title I, Part A Title II, Title III, etc.;
- Determining goal areas for integration

Two Methods

Begin with the State CNA and SDP (outside pieces)

OR

Begin with your local data (inside pieces)
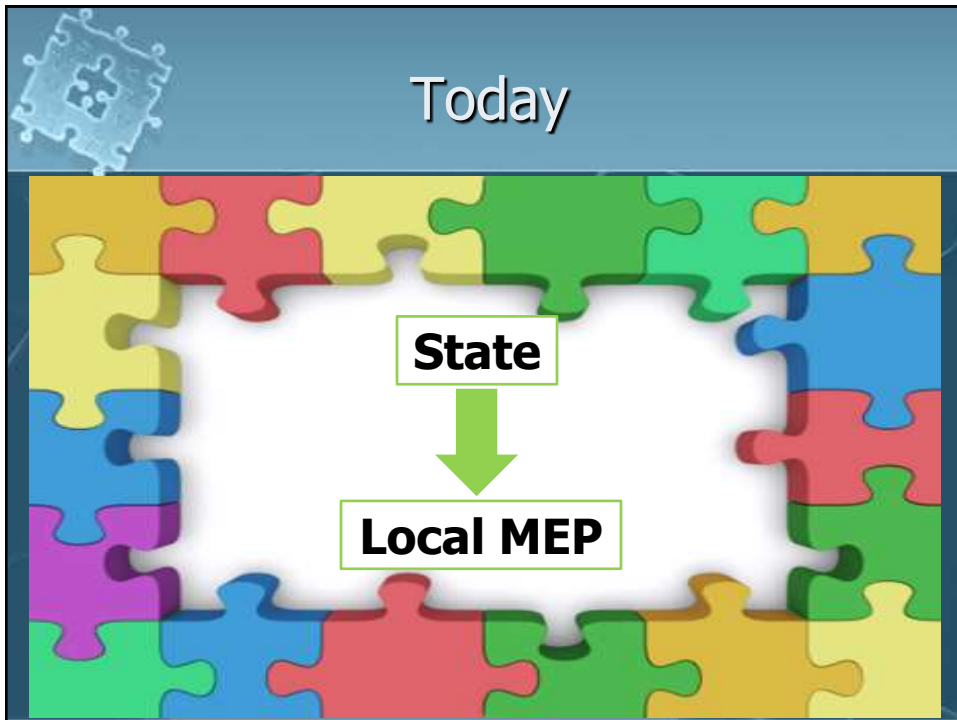
Getting Started

Think about the Goal Area

Reading   Math

School Readiness   Graduation

Think about the 7 Areas of Concern

- ✓ Educational Continuity
- ✓ Instructional Time
- ✓ School Engagement
- ✓ English Language Development

- ✓ Educational Support in the Home
- ✓ Health
- ✓ Access to Services

Today

State

↓

Local MEP

Michigan's Statewide MEP Comprehensive Needs Assessment

For today, we will begin with the
Goal Area: Reading

What do we know from the CNA?
Data Analysis

Activity

From Michigan's CNA
- Data
- Concern Statements

- Review the information in teams
- Summarize on chart paper

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Debrief

What do we know from the CNA?
Data Analysis

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Local MEP Data

Brainstorm!!

What local data related to your migrant students is available?

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Local MEP Data

- Data –
  - Reading results (migrant / all local level)
  - Identified migrants and mobility patterns
  - MEAP/MME results
  - Local Reading Data (interventions)
  - Summer Reading Data

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Activity

What do we know from the
local data set?
Data Analysis

➢ Review in teams
➢ Summarize District Information on
chart paper

Debrief

What do we know from the local data
set?
Data Analysis

What additional data would we like to
collect for our next discussion?

Applying the Program Evaluation Tool

Discussion time!

Program Evaluation Questions

IMPACT: What was the program's impact on students?

a) What is the evidence and what does it show regarding achievement of the measureable objective for all students when compared to baseline state and local data?

b) What is the evidence and what does it show regarding achievement of the measureable objective for subgroups and their counterparts when compared to baseline state and local data?

c) What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results?

Findings

IMPACT:

Conclusion: If objectives were met, should the strategy/program/initiative be continued or institutionalized?

a) What is the evidence and what does it say regarding whether this was the right strategy/program/initiative to meet your needs?

b) What is the evidence and what does it say regarding whether the benefits of the strategy/program/initiative are sufficient to justify the resources it requires?

c) What adjustments if any might increase its impact while maintaining its integrity?

d) What is needed to maintain momentum and sustain achievement gains?

e) How might these results inform the School Improvement Plan?

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IF OBJECTIVES WERE NOT MET, CONSIDER THE FOLLOWING ANALYSIS:

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Program Evaluation Questions

KNOWLEDGE AND SKILLS: Did staff and administrators have the knowledge and skills to implement the program?

a) What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program /initiative?

b) What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative?

c) What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed?

d) What is the evidence and what does it show regarding the ability of staff and administrators to integrate the strategy/program/initiative with existing work?

Program Evaluation Questions

OPPORTUNITY: Was there opportunity for high quality implementation of the program?

a) What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program /initiative?

b) What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative?

c) What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed?

d) What is the evidence and what does it show regarding the ability of staff and administrators to integrate the strategy/program/initiative with existing work?

Program Evaluation Questions

IMPLEMENTATION WITH FIDELITY: Was the program being implemented as intended?

a) What is the evidence and what does it show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/program/initiative, including timelines and responsibilities?

b) What is the evidence and what does it show regarding unintended consequences that may have occurred?

c) What do student achievement results suggest for implementing/modifying the strategy/program/initiative? How might these affect the integrity of the results?

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Activity

What does the evidence tell us?
Findings

➢ Review in teams
➢ Summarize the findings

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Debrief

What were your *findings*?

Implications

Now that the data is summarized and analyzed.......

Now that you have deeply discussed the findings.......

What are the implications? What are the data and findings telling you?

Activity

What are the local implications?

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Debrief

Implications from the Data Digs

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Reporting Program Evaluation

- Summarize the *Data Analysis*
- Use questions to determine *Findings*
- From *Findings* what are the *Implications* for the Improvement Process

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Summer Example

Objective:

The percent of migrant students who demonstrate grade level proficiency on local MEP program reading and math assessments will increase by 5% annually.

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Summer Example

Data Summary

In 2013 the total number of students who were at or above grade level according to DRA testing was 33.33% with 56 of 168 students on benchmark. In 2014 the total number of students at or above benchmark raised to 46.99% with 86 of 183 students on benchmark.

We did not have the PFS/NPFS data for 2013 but we did break down our 2014 numbers. In 2014 we had 53 of 113 (46.9%) PFS students performing at benchmark according to the DRA assessment. We had 32 of 70 (45.7%) NPFS students performing at benchmark.

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Summer Example

Data Summary

The improvement from last year is also obvious when looking at both the 5th/6th grade and the 7th/8th grade bands with both increasing the number of student at or above grade level by about 13%. In the 5th/6th grade level the PFS students outperformed the NPFS students by 33% whereas in the 7th/8th grade level the NPFS students outpaced the PFS students by 20%.

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Summer Example

Findings

Program Level – Program wide we saw a 13.66% increase in the number of students who tested at or above grade level on the DRA assessment. We also noticed that the number of students in the program has increase from 2013. In addition, we noticed that our PFS students outperformed the NPFS students. The percent of PFS students who were at or above grade level was 1.19% higher than the NPFS students.

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Summer Example

Findings

When comparing the 2013 and 2014 summers at a program or system level we believe that one change made the biggest impact on our success as evidenced in the data. This change was having more intentional and focused instruction in the morning block by moving non-classroom activities to the afternoon. The entire morning 7:30-11:30 was focused instruction time with little to no distractions. The Kindergarten used an uninterrupted workshop model time with intervention skill level.

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Summer Example

Findings

Third and fourth grade used Math and Reading centers based on pretest data. 5th/6th and the MS/HS said it allowed them more focused time on reading strategies (pace and accuracy) and provide practice reading aloud. All grade levels mentioned they had more time to implement the Math Matters curriculum more effectively.

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Summer Example

Implications

It will be important going forward to keep the focused instruction time in the morning and guard against non-essential interruptions.

When asked for ways to improve teachers suggested providing additional practice analyzing main events/setting/etc. and verbalize their answers. Bring reading intervention into the classroom and not just pull out times (like math/ centers). Different styled leveled reading groups such as groups formed by comprehension level and not just overall reading level (according to pre-test).

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Michigan's Statewide MEP Service Delivery Plan

Goal Area: Reading
Objectives, Strategies, Activities

Local MEPs are encouraged to use the objectives, strategies and activities found in the SDP if they are a good fit to the local context.

Overarching Goals & Measurable Objectives

All migrant students will improve their academic achievement in reading and writing across the content areas.

All migrant students will improve their academic achievement in math.

1. The achievement gap in reading and writing between migrants and their non-migrant peers will narrow by at least 2% annually at each grade level.
2. The achievement gap in mathematics for migrants and their non-migrant peers will close by at least 2% annually at each grade level.

Overarching Goals & Measurable Objectives

All migrant students will improve their academic achievement in reading and writing across the content areas.

All migrant students will improve their academic achievement in math.

3. Migrant English Learner (LEP) students will meet the state Annual Measurable Achievement Objective 1 target (AMAO #1) each year.
4. The percent of migrant students who demonstrate grade level proficiency on local MEP program reading assessments will increase by 5% annually.
5. The percent of migrant students who demonstrate grade level proficiency on local MEP program math assessments will increase by 5% annually.

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Overarching Goals & Measurable Objectives

All migrant students will improve their academic achievement in reading and writing across the content areas.

All migrant students will improve their academic achievement in math.

6. By 2015, the percent of migrant parents who report that they have access to resources to provide academic instructional support to their children will increase from 27% to 50%.
7. By 2015, local Migrant Education Programs will report a 50% increase in use of MSIX reports.

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Overarching Goals & Measurable Objectives

All migrant high school students will graduate or complete a GED.

1. The graduation rate of migrant high school students, including GED completion will increase by at least 2% annually.
2. The number of identified and served migrant Out of School Youth needs to increase by at least 2% annually.

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Overarching Goals & Measurable Objectives

All migrant children, birth to five, will have access to structured early childhood programs.

1. The percent of migrant children reported as participating in structured early childhood programs, via preschool status in MEDS and in Migrant Head Start, will increase by 2% annually.
2. The percent of migrant parents reporting that their children, birth to five, receive prevention and intervention health services will increase by 2% annually.

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Activity

Write District A's Graduation Objective

- May be different or the same as the SDP

- Addresses the gap

- IS S.M.A.R.T.!

SMART Goals
S Specific
M Measurable
A Achievable
R Realistic
T Time Bound

Strategies -
From DIP Review Protocol

· Must be research-based

· Describes what adults do with students in the presence of content

· Links to a measurable objective

· Are specific, planned, research-based instructional practices

· Addresses instructional practices that were identified as challenges through the Comprehensive Needs Assessment

· Focuses on maximizing each student's growth and individual success

· Must be academic (in case of Migrant in may address the unique needs of Migrant children)

Activity

Strategies

- From the implications, what will be the strategies?
- Do any of the SDP strategies overlap?

From DIP Review Protocol:
The staff will _____ to/with _____ the students to _____.

Activities-
From DIP Review Protocol

Activity Criteria:

What needs to be done so that staff or teams:

· Are ready to implement the strategy

· Have a strong plan for implementation of the strategy

· Have a plan to monitor and evaluate the implementation

Must demonstrate a clear connection with the Consolidated Application budget detail.

Activities-
From DIP Review Protocol

"<People responsible> will <instructional practice to be implemented> with <group or subgroup>."

"Teachers will implement Close and Critical Reading strategies to implement the Common Core State Standards and the MDE State Standards."

"Teachers/staff will use non-linguistic representation, specifically flow maps, to teach critical thinking skills in order to increase student capacity for retelling."

Activity

Activities

- What activities are necessary to implement the strategies?
- Do any of the SDP activities overlap?

From DIP Review Protocol:
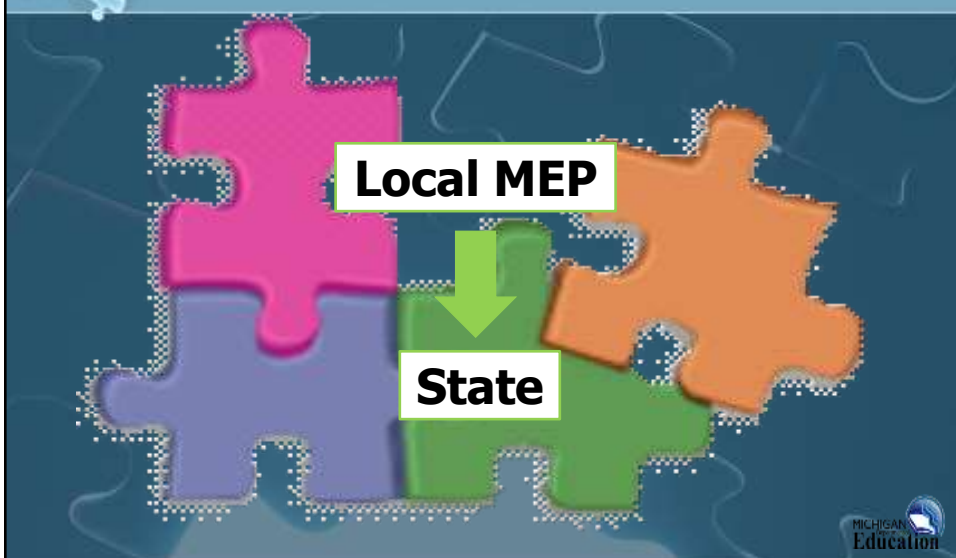*The student will _____ to/with _____ the students to _____.*

Application to other Goal Areas
Discussion! How will this process apply to Math, School Readiness and Graduation?

Or …..Method #2

Local MEP

State

The Key

- Make connections from your local DIP to the Service Delivery Plan

You have a process in place for collaboratively writing your DIP. Review the SDP, note where there is overlap. Local MEPs must ensure that the SDP is implemented locally.

Something to think about… Aggregating Data *Up*

Student	Grade Level	MEAP Reading	DRA2	MEAP Math
A	3	2	At GL	1
B	3	3	Below	1
C	3	1	At GL	3
D	4	2	At GL	2
E	5	4	Below	4
F	5	3	Below	3
G	5	1	Above	2
H	6	3	At GL	2
I	6	2	Above	1
J	7	4	Below	4
K	8	2	Below	4
L	8	2	Below	3
M	9	3	Below	did not take
DISTRICT	**13 students**	**7/13 or 54%**	**6/13 or 46%**	**6/12 or 50%**

Something to think about... EL and Migrant

*While many Migrant students are also
English Learners, that is not always true.
Frequently, when the data is scrutinized,
districts report additional
EL students above the migrant counts.
They find they do not have 1-to-1 correspondence!*

*English Language Proficiency Goals (AMAO 1 & 2) include
your Migrant EL Group.*

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Something to think about... EL and Migrant

Budget Planning for the Consolidated Application

Three groups to consider:

EL only + EL & Migrant + Migrant only

*Federal and State grant funds are used after the general fund
contribution to the alternative language program.*

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Opportunities with ASSIST

Academic Goals

- Academic in nature
One of the Content Areas

- Drop downs

Organizational Goals

- Building-wide or district-wide initiative that is not content dependent.

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A Note on the SDP

- If a local MEP finds the have strategies or activities that are not represented in the SDP, please contact Michelle or Shereen.

OME Non-Regulatory Guidance 2010

B8. May the SEA fund a local MEP project that addresses different needs than those the SEA identified in its comprehensive service delivery plan?

Yes. However, the SEA must first ensure that the local operating agency has sufficiently addressed the needs the SEA identified in its comprehensive service delivery plan. It is in the SEA's discretion to fund a project that proposes to address other identified special educational needs of migrant children, if funds are available for this purpose and if services to address these needs are not available from another funding source.

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Final Thoughts

Not in the DIP =
Not approved in the budget

- Title I, Part C Consortiums must submit plans in lieu of DIP to be approved.

Thank you!

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